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AUTHOR Lukenbill, W. Bernard, Ed.
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ABSTRACT

A two-week institute was developed to provide librarians and library educators with the opportunity to expand their knowledge of the theory and practice of intercultural communication processes in library environments. The program included verbal and non-verbal behavior, value and perceptual differences among minority cultures, life assumptions, and personal and group identification. Participants were given opportunities to evaluate their own personal behavior through experience-based laboratory activites constructed to illustrate intercultural communication patterns. Both inservice and formal methods for teaching basic concepts of intercultural communication processes to practicing librarians and library students were designed and discussed by the participants. The institute consisted of lectures, group discussions, experience-based learning, demonstrations, and independent study--all supervised by the full-time teaching staff. Included in the document are goals and objectives, program outline and plans, bibliographies, lists of staff and participants, information on facilities and resources used and an evaluation instrument. (Author/LS)

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PROCEEDINGS

of

the HEA TITLE II-B INSTITUTE

on

INTERCULTURAL COMMUNICATION PROCESSES IN LIBRARIES

Written and Developed

by

Ted Thompson, Mary Leonard, Miguel Mendiville and

W. Bernard Lukenbill

Edited and Compiled

by

W. Bernard Lukenbill
Institute Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE GRADUATE SCHOOL OF LIBRARY SCIENCE

THE UNIVERSITY OF TEXAS AT AUSTIN

AUSTIN, TEXAS

JULY, 1976

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INTRODUCTION

The Proceedings of the Institute on Intercultural Communication Processes in Libraries, of course, reflects the planning, rationale and program of the Institute; but it differs from most institute proceedings in that it is not a collection of lectures and speeches. Rather it reflects the program processes which were structured in the Institute to help participants experience some of the phenomena occurring in interpersonal and intercultural communication. Because the total format of the Institute was based on experiential learning or laboratory techniques, the Proceedings can only reflect program design and not so much program content delivery. This is true because in experiential learning, trainers (consultants) design a program in which participants are encouraged to interreact with each other and in so doing experience or feel a reaction to a given phenomena. From there, participants are encouraged to talk about and reflect upon their feelings or experiences. In this way, intellectualism is minimized and it becomes possible for feelings to be dealt with and integrated for future action. In such a format much of the content is developed by the participants and they in turn become owners of that content to do with as they wish. These Proceedings, then, give objectives and program plans as developed by the director and consultants to bring participants to a better understanding of interpersonal and intercultural communication patterns and problems.

W. B. Lukenbill
Institute Director
July 5, 1976

SUMMARY OF INSTITUTE PROPOSAL AND PLAN OF OPERATION

The basis for this institute rested on the assumption that American Libraries, whether public, school, or academic, must become more successful in reaching and serving people of minority cultures. Failure in this task on the part of library personnel comes not so much from an unwillingness to serve minority groups, but from a lack of knowledge and understanding of intercultural communication processes and communication principles which are brought into being when members of different cultures meet and interrelate. Library staffs must become functional in dealing with a wide variety of life styles and cultural patterns. They must become functional in knowing how to apply the cognitive base of crosscultural communication principles to the real world of relating to and planning services for minority groups.

THE PROGRAM

The program for the institute was developed to provide librarians and library educators with the opportunity to expand their knowledge of the theory and practice of intercultural communication processes in library environments. Processes considered included verbal and non-verbal behavior; value and perceptual differences among minority cultures; life assumptions; and personal and group identification.

The program was designed to give participants opportunities to evaluate their own personal behavior through experience-based laboratory activities constructed to illustrate intercultural communication patterns. Both inservice and formal teaching modes for teaching basic concepts of intercultural communication processes to practicing librarians and library students were also designed and discussed by the participants.

The institute consisted of lectures, group discussions, experience-based learning, demonstrations, and independent study. All activities were supervised by the full-time teaching staff.

Goals of the Program

The following program goals of the institute were developed:

1. Provide participants with skills and competencies necessary for the analysis of some of the more crucial factors which contribute to the dynamics of intercultural processes. Participants will gain competencies in recognizing and analyzing such factors in intercultural communications as verbal and non-verbal behavior, cross-cultural differences in values, perceptions, life assumptions, and personal and group identity.
2. Help participants to analyze and apply principles and concepts of cross-cultural communications to improve personal behavior patterns and individual work situations.
3. Help participants to evaluate the applicability of principles and theories of intercultural communication processes to both formal and inservice educational needs of library staff members and library school students. Based on this analysis, the institute will provide guidance to participants in developing and critiquing methods and models suitable both for the inservice training of typical library staffs in intercultural processes and for formal graduate-level instructional modules.

Objectives

Days 1-4: <u>Introduction to the Dynamics of Intercultural Processes</u>

After completion of this unit, participants should have been able to:

1. Recognize, define, and analyze verbal or non-verbal behavior in intercultural communications;
2. Recognize, define, analyze, and differentiate between cross-cultural value systems;
3. Recognize, define, and analyze the influences of culture on perceptual bases and life assumptions;
4. Recognize, define, and analyze the dynamics of and group identification processes on intercultural communication patterns.

Days 5-10: Evaluation of Personal Intercultural Behavior Models and Processes

Upon completion of this section, participants should have been able to:

1. Examine their own personal assumptions about intercultural communications;
2. Explore alternative assumptions for their own intercultural behavior;
3. Diagnose their own strengths and weaknesses about their intercultural behavior;
4. Specify goals and design a plan for personal change in intercultural communication behavior.

The format of this unit was largely experiential and based on human relations technologies. It was somewhat catalytic in nature, as participants had to grow in self-awareness about their own personal behavior patterns before they could move to the next task of designing models for teaching intercultural processes in library and in library education environments.

Days 11-14: Evaluation and Design of Models for Teaching Intercultural Processes in Library and Library Education Environments

This part of the institute was designed to help participants understand the limitations of introducing this kind of training into library environments and to operationalize the cognitive knowledge they gained by participating in evaluating and designing simple training models for instruction in intercultural processes in library and library education settings.

Upon completion of this part of the institute participants should have been able to :

1. Discuss and debate the use of and limitations of intercultural processes instruction in inservice and formal library education programs;
2. Analyze the intercultural communication processes learning needs of inservice librarians as well as library science students;
3. Differentiate between appropriate and inappropriate subject content and teaching technique in designing intercultural instructional models;
4. Design and evaluate intercultural processes and instructional models for both inservice training and formal library education programs;
5. Organize and present demonstrations of intercultural processes teaching models;
6. Give and receive feedback regarding the design and execution of intercultural processes teaching models.

Program Outline

In order to fulfill these goals the following curriculum was designed

for presentation to participants:

PROGRAM

SUNDAY -- JUNE 6, 1976

9:00 - 12:00	Arrival and Check-In
12:00 - 1:00	Lunch, Jester Hall
1:00 - 5:00	Arrival and Check-In
5:00 - 7:00	Dinner (to be arranged)
7:00 - 10:00	First General Session -- Orientation, W.B. Lukenbill, Presiding

MONDAY -- JUNE 7, 1976

8:00 - 8:30	Coffee
8:30 - 9:30	Introductions
9:30 - 10:30	Expectations
10:30 - 10:45	Break
10:45 - 11:15	Sharing & Debunking
11:15 - 12:00	Contracting & Ground Rules
12:00 - 1:00	Lunch
1:00 - 2:00	Inferences Versus Perceptions
2:00 - 3:00	Context Gives Meaning
3:00 - 4:00	Personal Rules for Non-Verbal Behavior
4:00 - 4:30	Summary
4:30 - 5:30	Communication Skills Session

TUESDAY -- JUNE 8, 1976

8:00 - 8:30	Coffee
8:30 - 9:00	Agenda/Review
9:00 - 11:00	Stereotyping -- Small Group "Stereotyping Grid"
11:00 - 12:00	Large Group Processing of "Stereotyping Grid"
12:00 - 1:00	Lunch
1:00 - 1:30	Getting into Roles
1:30 - 2:30	Who Will and Who Will Not -- Decision Making
2:30 - 2:45	Break
2:45 - 3:30	Dialogue
3:30 - 4:30	Dialogue
4:30 - 5:00	Summary
5:00 - 6:00	Dinner
6:00 - 7:00	Communication Skills Session

WEDNESDAY -- JUNE 9, 1976

8:00 - 8:30	Coffee
8:30 - 9:00	Agenda/Review
9:00 - 10:00	Debriefing
10:00 - 11:00	Transactional Analysis

11:00 - 12:00	Sculpturing of Transactional Analysis Based on Culture
12:00 - 1:00	Lunch
1:00 - 3:00	Bafa-Bafa
3:00 - 3:30	Summary
3:30 - 4:30	Communication Skills Session

THURSDAY -- JUNE 10, 1976

8:00 - 8:30	Coffee
8:30 - 9:00	Agenda/Review
9:00 - 10:00	Special Caucus Groups
10:00 - 10:15	Break
10:15 - 11:15	Get Your Act Together
11:15 - 12:00	Intercultural Presentation Development
12:00 - 1:00	Lunch
1:00 - 2:00	Intercultural Presentation Development
2:00 - 3:00	Intercultural Presentation Development
3:00 - 4:00	Intercultural Presentation Development
4:00 - 5:00	Intercultural Presentation Development
5:00 - 5:30	Summary
5:30 - 6:30	Communication Skills Session

FRIDAY -- JUNE 11, 1976

8:00 - 8:30	Coffee
8:30 - 9:00	Agenda/Review
9:00 - 10:30	Psychological Climate in Intercultural Communication
10:30 - 10:45	Break
10:45 - 11:30	What Do I Do To Create Psychological Climates
11:30 - 12:00	Prejudice
12:00 - 1:00	Lunch
1:00 - 1:15	Introduction to Communication
1:15 - 2:00	Self Awareness Wheel
2:00 - 2:15	Break
2:15 - 3:00	Self Awareness Exercise
3:00 - 3:30	Goals for Personal Development
3:30 - 4:00	Multi-Media Presentation
4:00 - 4:30	Summary
4:30 - 5:30	Communication Skills Session

SATURDAY -- JUNE 12, 1976

Unscheduled

SUNDAY -- JUNE 13, 1976

Unscheduled

MONDAY -- JUNE 14, 1976

8:00 - 8:30	Coffee
8:30 - 9:00	Agenda/Review
9:00 - 11:00	Johari Intercultural Window
11:00 - 11:30	Constructiveness and Openess Sheet
11:30 - 12:00	Individual Interaction Using Constructiveness and Openess Sheets
12:00 - 1:00	Lunch
1:00 - 2:00	Ignore and Tangential
2:00 - 2:30	Paraphrasing and Content
2:30 - 3:00	Description of Feelings
3:00 - 3:30	Description of Behavior
3:30 - 4:00	Summary
4:00 - 5:00	Communication Skills Session

TUESDAY -- JUNE 15, 1976

8:00 - 8:30	Coffee
8:30 - 9:00	Agenda/Review
9:00 - 10:30	Hill Interaction Matrix
10:30 - 10:45	Break
10:45 - 11:15	Contracting -- Rules for Fighting
11:15 - 1:00	Lunch
1:00 - 2:30	Transactional Analysis -- Re-Emphasize Skills
2:30 - 3:30	Conflict Resolution
3:30 - 3:45	Summary
3:45 - 5:00	Communication Skills Session

WEDNESDAY -- JUNE 16, 1976

8:00 - 8:30	Coffee
8:30 - 9:00	Agenda/Review
9:00 - 12:00	Visits to Local Libraries
12:00 - 1:00	Lunch
1:00 - 3:00	Findings Summary
3:00 - 4:30	Debate -- Role of Intercultural Communication Skills in Inservice and/or Formal Education Programs -- When and Where
4:30 - 5:00	Summary
5:00 - 6:00	Communication Skills Session

THURSDAY -- JUNE 17, 1976

8:00 - 8:30	Coffee
8:30 - 9:00	Agenda/Review
9:00 - 12:00	How to Design Workshops and/or Programs in Intercultural Communication
12:00 - 1:00	Lunch
1:00 - 3:00	Assignments
3:00 - 3:30	Consultants Available
3:30 - 4:00	Summary

FRIDAY -- JUNE 18, 1976

8:00 - 8:30	Coffee
8:30 - 10:00	Task Group Presentation
10:00 - 10:30	Feedback
10:30 - 12:00	Task Group Presentation
12:00 - 12:30	Feedback
12:30 - 1:30	Lunch
1:30 - 3:00	Task Group Presentation
3:00 - 3:30	Feedback
	Summary

SATURDAY -- JUNE 19, 1976

8:00 - 8:30	Coffee
8:30 - 12:00	Evaluation

This program outline was further developed into a series of session outlines, representing more specifically the teaching strategy for the Institute. Objectives, time allotments and a program flow were also developed for each session. These session plans follow:

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 1

Introduction	60 minutes		To introduce group facilitators and participants.
Expectations	60 minutes	120	To focus upon those concerns inherent in being an effective intercultural communicator. To outline general needs and to set individual and group expectations.
Break	15 minutes	135	
Sharing & Debunking	30 minutes	165	To have participants share their expectations for the institute with the group. For the instructors to clarify which expectations can be met and those which cannot be met.
Contracting & Ground Rules	45 minutes	210	To establish guidelines for the institute in order to assure that expectations are met.
Lunch	60 minutes	270	
Inferences versus Perceptions	60 minutes	330	To have participants identify the differences between behavior they see and the meaning they attach to it.
Contexts Give Meaning	60 minutes	390	To have participants recognize that the meaning of verbal and non-verbal messages depends on the situation and the interpretation made. "Come Here, I Want To See You" (videotape)
Personal Rules for Non-verbal Behavior	60 minutes	450	To have participants identify their personal non-verbal space
Review and Contract	30 minutes	480	To have participants commit themselves to action to utilize skills
Communication Skills Session	60 minutes	540	To deepen the participants understanding of the communication process. To have participants focus on their own and their colleague's communication styles and to experiment with new approaches.

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 2

Agenda/Review	30 minutes		To explain the day's agenda, and to recap the previous session's experience.
Stereotyping/Small Groups	120 minutes	150	To generate existing stereotypes that each participant has toward various groups of people.
Stereotyping/Large Group	60 minutes	210	To share all the stereotyping among participants in order to look for similarities, differences, trends, etc.
Lunch	60 minutes	270	
Role Identification	30 minutes	300	To assure the identity, posture, attitudes, and values of another.
Decision Making	60 minutes	360	To have participants experience in a simulated exercise the dynamics of persuading and being persuaded about issues that effect their welfare and that of others.
Break	15 minutes	375	For Powerful Winners Only.
Dialogue	45 minutes	420	To allow participants who benefited from the decision making to share among themselves what that experience was like for them. To allow participants who did not benefit from the decision making to share among themselves what the experience was like for them.
Dialogue	60 minutes	480	To allow all participants to share among themselves the effects the decision making had on them.
Review and Contract	30 minutes	510	To have participants commit themselves to action to utilize skills
Communication Skills Session	60 minutes	570	To deepen the participants understanding of the communication process. To have participants focus on their own and their colleague's communication styles and to experiment with new approaches.

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 3

Agenda/Review	30 minutes		To explain the day's agenda, and to recap the previous session's experience.
Debriefing	60 minutes	90	To allow participants to further process the emotional impact of being powerful or powerless.
Transactional Analysis	60 minutes	150	To examine the major roles that people assume in their communication styles and how those styles affect relationships with other people.
Sculpturing of TA Based on Culture	60 minutes	210	To examine how various cultures express relationships to other cultures via the Transactional Analysis model.
Lunch	60 minutes	270	
Bafa-Bafa	120 minutes	390	To allow participants to explore their attitudes concerning values, norms, customs, and reward systems of an unknown culture.
Review and Contract	30 minutes	420	To have participants commit themselves to action to utilize skills.
Communication Skills Session	60 minutes	480	To deepen the participants understanding of the communication process. To have participants focus on their OWN and their colleague's communication styles and to experiment with new approaches.

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 4

Agenda/Review	30 minutes		To explain the day's agenda, and to recap the previous session's experience.
Special Caucus Groups	60 minutes	90	To allow participants to choose a social, racial, or political grouping with which they choose to identify, in order to generate pertinent information to share with the culture at large.
Break	15 minutes	105	
Get Your Act Together	60 minutes	165	To allow each special caucus group one internal working hour to decide on the mode of presentation of all vital information to the culture at large.
Intercultural Development Presentation	45 minutes	210	Presentation of all vital information by special caucus group.
Lunch	60 minutes	270	
Intercultural Presentation Development	240 minutes	510	Presentation of all vital information by special caucus groups.
Review and Contract	60 minutes	600	To deepen the participants understanding of the communication process. To have participants focus on their own and their colleague's communication styles and to experiment with new approaches.

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 5

Agenda/Review	30 minutes		To explain the day's agenda, and to recap the previous session's experience.
Psychological Climate	90 minutes	120	To identify the factors which enhance or destroy the relationship between two people.
Break	15 minutes	135	
Prejudice (media presentation)	60 minutes	195	To introduce the participants to the nature of prejudice and the literature of protest against it. To encourage participants to examine the "roots" of their prejudices and to seek a means of dealing with the manifestations and extensions of them.
Lunch	60 minutes	255	
Introduction to Communication	15 minutes	270	To provide participants with an overview of the general principles and practices of communication skills.
Goals for Personal Development	30 minutes	300	To enable participants to assess and record their strengths and weaknesses in the area of communication skills.
Self Awareness Wheel	45 minutes	345	To provide participants with a conceptual model in order to explore their internal reactions to external stimuli.
Self Awareness Exercise	45 minutes	390	To enable participants to utilize the self awareness wheel in a laboratory practice session.
Break	15 minutes	405	
Peege - 16 mm film	45 minutes	450	To demonstrate to participants how a segment of white middle America reacts to old age. To enable participants to further apply the concept of self awareness.

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CONTINUED Session 5

Review and Contract	30 minutes	480	To have participants commit themselves to action to utilize skills.
Communication Skills Session	60 minutes	540	To deepen the participants understanding of the communication process. To have participants focus on their own and their colleague's communication styles and to experiment with new approaches.

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 6

Agenda/Review	30 minutes		To explain the day's agenda, and to recap the previous session's experience.
Johari Intercultural Window	120 minutes	150	To provide participants with a model to increase their awareness of personal information which is known and not known about themselves. To enable participants to share this information with others.
Constructiveness and Openess	30 minutes	180	To enable participants to examine the principles of open sharing in order to increase the probability of interpersonal communication.
Individual Interaction Using Constructiveness and Openess Sheets	30 minutes	210	To provide participants with one internal half hour to apply the principles of constructiveness and openess.
Lunch	60 minutes	270	
Ignore and Tangential	60 minutes	330	To have participants experience the impact of being unnoticed in a conversation. To have participants experience the impact of another person hearing only parts of a verbal message.
Paraphrasing and Content	30 minutes	360	To teach participants how to summarize in their own words the essence of another's message. To teach participants how to summarize the essence of another's message.
Description of Feelings	30 minutes	390	To teach participants the words which truly connote feelings.
Description of Behavior	30 minutes	420	To teach participants to specify the behavior of others in such a way to facilitate feedback and behavioral change.
Review and Contract	30 minutes	450	To have participants commit themselves to action to utilize skills.

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CONTINUED Session 6

Communication Skills Session	60 minutes	510	To deepen the participants understanding of the communnication process. To have participants focus on their own and their colleague's communication styles and to experiment with new approaches.

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 7

Agenda/Review	30 minutes		To explain the day's agenda, and to recap the previous session's experience.
Group Processes:	150 minutes	180	To provide participants with a cursory examination of selected models to examine the dynamics of group interaction. To provide participants with an exercise to demonstrate theory.
Lunch	90 minutes	270	
Librarian Characteristics Exercise	45 minutes	315	To provide the participants with a values clarification exercise regarding Librarian characteristics.
Hill Interaction Matrix	30 minutes	345	To provide participants with a model which will enable them to examine "what is happening" in their verbal transactions.
Break	15 minutes	360	To give participants an opportunity to review the video-taped discussion on Librarian characteristics and to exchange processed information. To allow participants to utilize the Hill Interaction Matrix and other processing tools.
Review and Contract	30 minutes	450	To have participants commit themselves to action to utilize skills.
Communication Skills Session	60 minutes	510	To deepen the participants understanding of the communication process. To have participants focus on their own and their colleague's communicative styles and to experiment with new approaches.

INTERCULTURAL PROCESS IN LIBRARIES - PROGRAM FLOW Session 8

Agenda/Review	30 minutes		To explain the day's agenda, and to recap the previous session's experience.
Visits to Local Libraries	180 minutes	210	To allow participants to observe various types of library programs and services. To explore the availability and access of these resources to cross-cultural populations.
Lunch	60 minutes	270	
Findings Summary	120 minutes	390	To allow participants to share with the group the outcomes of discussions and observations gathered at local library sites.
Debate - Role of Intercultural Communication Skills in in-service and/or formal education programs - when and how	90 minutes	480	To allow the participants to weigh the merits of including in a library science curriculum or a staff development program intercultural communication education.
Review and Contract	30 minutes	510	To have participants commit themselves to action to utilize skills.
Communication Skills Session	60 minutes	570	To deepen the participants understanding of the communication process. To have participants focus on their own and their colleague's communication styles and to experiment with new approaches.

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 9

Agenda/Review	30 minutes		To explain the day's agenda, and to recap the previous session's experience.
How to Design Workshops and/or Programs in Intercultural Communication	135 minutes	165	To allow participants to explore several design models for the preparation and implementation of intercultural workshops and/or programs.
Evaluative Design	45 minutes	210	To give the participants an introductory opportunity to critique an evaluative instrument to be used to examine media to be used by various populations.
Lunch Assignments	60 minutes	270	To provide participants an opportunity to develop a short vignette teaching the group an aspect of intercultural communication.
Review and Contract	15 minutes	285	To have group participants commit themselves to action to utilize skills.
Communication Skills Session (OPTIONAL)	60 minutes	345	To deepen the participants understanding of the communication process. To have participants focus on their own and their colleague's communicative styles and to experiment with new approaches.

INTERCULTURAL PROCESSES IN LIBRARIES - PROGRAM FLOW Session 10

Task Group Presentation	90 minutes		To give participants an opportunity to demonstrate their knowledge of workshop design.
Feedback	30 minutes	120	To provide participants an opportunity to exchange constructive criticism for self growth and development.
Task Group Presentation	90 minutes	210	To give participants an opportunity to demonstrate their knowledge of workshop design.
Feedback	30 minutes	240	To provide participants an opportunity to exchange constructive criticism for self growth and development.
Lunch	60 minutes	300	
Task Group Presentation	90 minutes	390	To give participants an opportunity to demonstrate their knowledge of workshop design.
Feedback	30 minutes	420	To provide participants an opportunity to exchange constructive criticism for self growth and development.
Communication Skills Session (OPTIONAL)	60 minutes	480	To deepen the participants understanding of the communication process. To have participants focus on their own and their colleague's communication styles and to experiment with new approaches.

Program Redesign

Session Six was redesigned somewhat to give participants the opportunity to analyze communication behavior in a library reference situation. Two videotape programs were used for this purpose. They were The Florida State University's Reference Interview -- Query Negotiation and the Library Council of Metropolitan Milwaukee's Reference -- More Than An Answer.

In order to help resolve some personal conflicts, the trainers also adjusted the afternoon's program of session six to include some counter advocacy role-playing activities. Likewise, to meet the participant's request for library relatedness, two articles were introduced to the reading bibliography. Helen Gothberg's "Communication Patterns in Library Reference and Information Service", RQ, Fall, 1973, pp. 7-13 and W.B. Lukenbill's "The OK Reference Department -- Using Transactional Analysis in Evaluating Organizational Climates", RQ, Summer, 1976 (in press) were used.

Participant feedback on program design and execution was continually monitored through short evaluation forms administered to participants periodically and through discussion in the communication skills sessions which were conducted by the consultants. Based on feedback from participants, time structures were also changed resulting in some night sessions.

In addition to the preceeding session outlines, a manual was also developed for participants. This manual consisted of additional readings and communication exercise forms. It will be published separately from the Institute Proceedings under the authorship of the three consultants.

Rationale for Intercultural and Interpersonal Training Model

In designing the program for this Institute, it was felt that

participants first needed the opportunity to develop skills in interpersonal communication and awareness of interpersonal communication problems and to then transfer these interpersonal skills and awareness to the larger area of intercultural communication problems. Likewise, it was felt that although librarians may have some problems of an intercultural nature which are unique to library environments, for the most part, intercultural communication problems are not exclusively institutionally related. It was felt that, generally, principles of intercultural behavior are readily transferable to library environments, although, admittedly, some focusing may be required to relate such principles to library situations.

It was also felt that it would be inappropriate and even harmful to present participants with a prescriptive approach to intercultural behavior. In other words, the program should not be directed at giving the participants a list of ethnic groups behavior accompanied by a prescriptive list of rules on how to relate to those behaviors. Rather, it was felt that participants should generate their own information about various ethnic groups through experience-based interaction sessions. The importance of coming to terms with one's own stereotypes, feelings, and awareness and appreciating how stereotypes and feelings are generated and cultivated was emphasized in the program design. The following bibliographies illustrate content and teaching strategies of the Institute.

Intercultural Communication Processes

A List of Assigned Readings

Abinader, Jean and Hoopes, David S. "The Intercultural Communication Workshop as a Learning Environment." In Reader in Intercultural Communication, Vol. 1, pp. 68-86. Edited by David S. Hoopes. The Intercultural Communications Network. The Society for Intercultural Education, Training and Research, June, 1975.

Clarke, Clifford and Hoopes, David S. "Goals and Leadership in the Intercultural Communication Workshops." In Reader in Intercultural Communication, Vol. 1, pp. 60-67. Pittsburgh: The Intercultural Communications Network, Society for Intercultural Education Training and Research, June, 1975.

Hall, Edward. "Appendix II -- A Map of Culture." In The Silent Language, pp. 171-176. New York: Fawcett, 1959.

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Mexico: Images and Empires. Lyceum Production. (35 mm filmstrip and cassette)

Navojo Wildlands/Series: Part I - Created-From-Everything; Part II - The Place that Comes at One. Lyceum Productions, Inc. (35mm filmstrips and cassettes)

Non-Verbal Communication. Lansford Publishing Co. (Overhead Transparencies)

Peege. Phoenix Films, Inc. (16 mm color film)

Prejudice. Guidance Associates. (35 mm filmstrips and cassettes)

Reference Interview -- Query Negotiation. Florida State University. (Video-Tape)

Reference -- More Than An Answer. Library Council of Metropolitan Milwaukee. (Video-Tape)

Reference -- More Than An Answer. Library Council of Metropolitan Milwaukee. (Video-Tape Cassette)

Scapegoating/Understanding Prejudice. Sunburst Communications. (35 mm filmstrip and cassette)

Stereotyping/Understanding Prejudice. Sunburst Communications. (35 mm filmstrip and cassette)

Scholastic's Black Culture Program. Scholastic. (35 mm filmstrips and 33 1/3 records)

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Stanford, G., and Roark, A.E. Human Interaction. Boston: Allyn and Bacon, 1974.

from: W. Bernard Lukenbill. "Content or Process: A Personal Look at Experiencial Learning." Journal of Education for Librarianship, Winter, 1976, p. 204.

THE STAFF

The Staff for the institute consisted of:

Dr. W. B. Lukenbill, Director, is an Assistant Professor at the Graduate School of Library Science, University of Texas, Austin. He holds a B.S. degree in Education, an M.L.S. degree from the University of Oklahoma, and a Ph.D. degree from Indiana University. His training in group processes has included National Training Laboratories for the Applied Behavioral Sciences Action Workshop (1974), H.E.A. Institute on Communication and Change (1974), and transactional analysis training with the Transactional Analysis Association of Austin, Texas.

Ms. Criss McCuller, Assistant Director, is currently working on her doctoral degree in Special Education at The University of Texas at Austin. She holds a B.A. degree in Psychology and M.Ed. degree in Special Education from the same institution. She has worked as a student counselor, a teacher of severely and mildly disturbed/learning disabled children and adolescents, a probation officer, and as a Teaching Assistant.

Dr. Miguel Mendiville formerly an Assistant Professor in the College of Education and a collateral faculty member, College of Library and Information Services at the University of Maryland, holds a B.A. degree from the University of Corpus Christi, Texas, an M.A.L.S. degree from Immaculate Heart College, Los Angeles, California, and a Ph.D. degree from the University of Pittsburgh. His doctoral work was in the area of group dynamics. He had had experience in teaching intercultural processes to groups through his association as a staff member of Mind, Inc. of New York City. He has delivered papers on the topic of cultural dynamics. He is currently engaged in Organizational Development consultations with public library systems throughout the state of Maryland.

Dr. Mary Margaret Leonard is an assistant professor in community

psychology, Counseling and Personnel Services Department, University of Maryland. She holds a B.S. degree in nursing from Boston University, an M.A. in Educational Psychology, and a Ph.D. in Counseling from the University of Minnesota. She has conducted experience-based workshops in a variety of career fields including education, nursing, counseling, and law.

Mr. Herman (Ted) Thompson is currently a staff member of the International Student's Advisor's Office at the University of Minnesota. He holds a B.A. in Psychology from Morehouse College, has done graduate work in Cooperative Program in Critical Languages (Chinese), Princeton University, and is currently completing his doctoral degree in Counseling Psychology at the University of Minnesota. He was a member of the Planning Staff for Human Relation Program, College of Education, University of Minnesota. He was also a member of the Planning Staff of State Wide Human Relations Program for Teachers, Minnesota Department of Education, and has participated in other communicative skill workshops.

After receiving grant approval notification from the U.S. Office of Education in May, 1975, it became necessary to make several personnel changes due to time schedules and new commitments. Because of a foreign service assignment, Dr. Edwin Olson was replaced by Dr. Mary Leonard and Mr. Ted Thompson replaced Mr. Oscar David Simmons because of a date conflict. Both Olson and Simmons were listed as team consultants in the original proposal.

PARTICIPANTS

A group of thirty experienced librarians and library educators drawn from public, school, and academic libraries were selected. The standards

for selection of the participants were these:

1. Attempt to enroll at least 30% of the group from ethnic minorities;
2. Seek a range in age and length of library and teaching experience;
3. Seek a range types of library positions and teaching areas (emphasis to be given to public services areas, e.g., reference, adult and youth services);
4. Seek individuals who are problem oriented and directed and who are committed to interpersonal and intercultural staff growth and development;
5. Seek participants who recognize problems in intercultural communications in libraries and who show a commitment to bring about improvement in library environments and library education;
6. Seek participants who represent a variety of geographic areas.

Participants were paid a stipend at the rate of $75.00 a week plus $15.00 per dependent per week.

Criteria for Eligibility of Participants

Participants must have presented credentials which established them as professional librarians and library educators. For the purpose of this institute, librarian applicants who presented a legitimately recognized advanced academic degree were eligible for consideration. Library educators who held a legitimately recognized advanced academic degree and who have at least one year of teaching experience at the college level were also eligible for consideration. The institute did not require a

prior knowledge of communication theory or intercultural processes. The selection process centered on bringing together a group of participants who represent diversity in training, experience, and responsibilities.

Participant Overview and Profile

A total of 90 completed applications were made for consideration. This figure does not include letters of inquiry. From these, 30 participants were selected for participation by the director and trainers. At one time, thirty acceptance notices had been received. However, two resignations were received just prior to the beginning of the institute and it was impossible to fill one position before the Institute opened on June 6, in spite of much effort to appoint a replacement.

Participant Background Information

No.	Sex		Race				
	M	F	White	Black	Asian Am.	Mexican Am.	Puerto Rican
29	10	19	17	5	2	3	2

Types of Libraries

Academic	9
Community College	3
School	8
Public	4
Library Education	3
Other	2
	N = 29

Profile of Participants

Institute on Intercultural Processes in Libraries

HEA TITLE II-B

LINDA H. AN
Research Associate and Librarian
Intercultural Relations and Ethnic
Studies Institute
Rutgers University
New Brunswick, New Jersey
NEW JERSEY
[IRES Institute - organization and dissemination of resources in the area of intercultural communication; academic librarian for three years; dissertation in information science; teaching library science courses; attended the following meetings and workshops: SIETAR, Gathersberg, 1975 Conference, Intercultural Communication Workshop, by IRES, Spring 1976; member of ASIS.]

RAFAELA C. BELCHER
Reference/Circulation Librarian
Contra Costa Community College
San Pablo, California
CALIFORNIA
[Graduate student in Folklore at The University of California at Berkeley; member of ALA.]

DANIEL P. BERGEN
Professor
Graduate Library School
University of Rhode Island
Kingston, Rhode Island
RHODE ISLAND
[teaching courses in Comparative Librarianship and Library in Society; work with students, faculty, and administration as Chairperson of University of Rhode Island Faculty Senate; work with librarians in Rhode Island as President of the RILA (Rhode Island Library Association); advising students.]

IRIS BRUNILDA (BRUNI) VERGE'S-BOYD
Coordinator of Hispanic Services
Cleveland Public Library
Cleveland, Ohio
OHIO
[member of ALA - Ottio Library Association (Division I: Defining Community Needs) - past Assistant Chairperson and Chairperson; Co-Chairman of the Commission on Collection Building and Maintenance for the Cleveland Public Library.]

SISTER M. ESTHER CARSTATER
Librarian; Director of Media Center
Our Lady of Mercy High School
Rochester, New York
NEW YORK
[member of ALA; member of N.Y. State Library Association; member of Catholic Library Association; member of Association of Education Communication and Technology; member of N.Y. State Education Communication Association; member of Monroe County Library club.]

JOANNA FOUNTAIN CHAMBERS
Bilingual Research Librarian
Dissemination and Assessment Center for Bilingual
Education (a project of the Education Service
Center, Region 13)
Austin, Texas
TEXAS
[attended institute, Library Services for the Spanish-speaking; National association of Bilingual Educators; Texas Association of Bilingual Educators; Committee on Classification of Bilingual and Multicultural Library Materials; consultant translator, editor, and bibliographer; Workshops on materials, resources and processes in library services for bilingual and intercultural education; Consultant in marketing of bilingual materials; Faith Presbyterian Church Librarian; Consultant for school library development in collection and services for varying culture groups; American Society for Curriculum Development; Capitol Area Society for Curriculum Development.]

COLLETTE CRONE, SCN
Director of Library
Donnelly College
Kansas City, Kansas
KANSAS
[Chairperson, Kentuckiana Metroversity Library Council, 1971-72; Kansas City Regional Council of Higher Education Program Committee; Kansas City Regional Council of H. Ed. Library Committee; President, Kentucky Philosophical Association.]

GUIZELDA DUARTE
Director
J.W. Nixon High School Learning
Resources Center
Laredo, Texas
TEXAS
[Texas Library Association; Texas State Teachers Association; Southwestern Library Association; Bilingual Library Institute, Our Lady of the Lake, 1965; American Association of University Women, Program Chairperson, 1975-76; Learning Resources Centers Committee, Laredo Independent School District (Chairperson, 1975-76.]

JOHN W. ELLISON
Associate Professor
State University of New York at Buffalo
Buffalo, New York
NEW YORK

LAURA FLANNERY
Librarian
Cumberland Junior High School
Nashville, Tennessee
TENNESSEE
[Masters in Communication; attended two ALA conventions; attended two Speech Communication Association conventions; attended 3 Tennessee Library Association conventions; attended two Mississippi Library conventions; New School for Social Research Film Workshops in New York, Map and Print Workshops in New Jersey; The American Film Institute at the Philadelphia Museum of Art; Channel 4 Film Workshop in Nashville-Tennessee; Nashville Advertising Council Screening, Nashville, Tennessee.]

F. BLANCHE FOSTER
Librarian
Terre Haute South Vigo High School
Terre Haute, Indiana
INDIANA
[NDEA Institute - Virginia State College, 1966, Instructor; member of ALA; member of ISLA.]

JAMES E. GREAVES
Assistant Reference Librarian
Indiana University
Bloomington, Indiana
INDIANA
[member of ALA, Indiana Library Association, Indiana University Librarians' Association, Catholic Library Association, International and Comparative Education Association, Life Long Learning Council, Inc. in Bloomington, Indiana, CLEME; 1974 - Workshop on Library Instruction at Eastern Michigan University; April 1976 - Workshop on Grantsmanship and Librarians in Bloomington, Indiana (participant and organizer); May, 1974 - Workshop in Participation Training in Libraries (organizer and participant); March 1975 - Workshop in Life Long Learning - Bloomington, Indiana-Monroe County Public Library-(participant); ULA National Library Work Committee.]

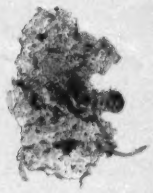
JAMES DALE GUTHRIE
Media Director
Salem High School
Salem Illinois
ILLINOIS
[member of Illinois Library Association, Illinois Association of School Librarians (Chairperson of Publicity Conference and Publicity Task Force Region Leader); Illinois Education Association.]

LEW JONES
Coordinator of Information Services
State University of New York
College of Arts and Sciences
Penfield Library
Oswego, New York
NEW YORK
[member of ALA, State University of New York Librarians Association (also alternate delegate and Chairperson, Special Committee on Collective Negotiations, United University Professions (Collective Bargaining Agent - SUNY and Alternate Delegate; "SUNY Librarian Salary Survey" - March 1975, 13 pp.; "Suny Librarian Salary Survey and Profile" - July 1976 - in progress (tentative title).]

MILDRED D. KIRSNER
Librarian
Miami Dade Community College
Miami, Florida
FLORIDA
[member of ALA - participant in 1976 Bibliographic Instruction Workshop; member of Florida Library Association - Secretary of Bibliographic Instruction Caucus.]

FRANK J. LOCKER
Education Librarian/Bibliographer
University of Illinois at Chicago Circle
Chicago, Illinois
ILLINOIS
[member of ALA, ACRL, American Association of School Librarians, Pi Omega Pi, National Undergraduate Business Education Honor Fraternity, Students to ALA conference-Committee, 1975, Illinois Library Association, Chicago Library Club, Children's Reading Roundtable of Chicago.]

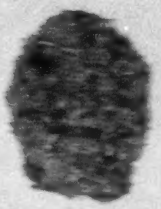
REBECCA A. MATTHEWS
Librarian
Houston Independent School District
James Hogg Junior High School
Houston, Texas
TEXAS
[member of Texas Library Association, American Library Association, and Houston School Library Association.]



CELIA U. MILLER
Media Director
Antilles Consolidated Schools
For Buchanan, Puerto Rico
PUERTO RICO
[member of ALA, Sociedad de Bibliotecarros de Puerto Rico, AECT membership in Puerto Rico.]

MARY L. MOORE
Young Adult Librarian
Stanislaus County Free Library
Modesto, California
CALIFORNIA
[member of California Library Association, Bay Area Young Adult Librarians Association; attended workshops on "how to Run a Worshop", "Mental Health Information in Libraries", and "Law Research in Public Libraries".]

JOAN STIDHAM NIST
Instructor
Auburn University
Auburn, Alabama
ALABAMA
[Institute on Intellectual Freedom, SUNY-Buffalo, June 1975; British Council course on Young People and Reading, Loughborough, England, June-July 1975; Kappa Delta Pi Brennial Convocation, Orlando, March 1976; National Council of Teachers of English Speaker Convention, New Orleans, 1974; Chicago, forthcoming, 1976; Action for Children's Television, Atlanta, 1975; Phi Beta Kappa; Phi Delta Kappa (Chapter Vice-President); Popular Culture Association, panel chairperson and speaker, Chicago, 1976; Indiana University Writer's Conference Scholarship in Juvenile Writing, 1960; Personalized System of Instruction Workshop, Tuscaloosa, 1975; Georgia Conference on Children's Literature, May 1974; Mississippi Conference on Children's Literature, March 1975.]



SISTER BERNADINE PACHTA
Director of Library Services
Marymount College
Salina, Kansas
KANSAS
[member of ALA, Catholic Library Association, CLENE, KLA, Midwest Unit of Catholic Library Association, Kansas Association of Ed. Technology and Communication, MPLA, Legislative Committee of KLA, Kansas Association of College and Research Libraries, Advisor Board member for School of Library Science at Emporia Kansas State College.]

ROBERT W. PARSONS
Media Specialist
Talmadge Junior High School
Independence, Oregon
OREGON
[member of NEA, OEA, Local EA (President 1975-76); Member of OEMA (Oregon Educational Media Association; OEMA Region III Treasurer (1975).]

EILEEN SHOCKET
Reference/Circulation Librarian
St. Edward's University
Austin, Texas
TEXAS
[member of Texas Library Association and American Library Association.]

BHAGWANT (BOB) SINGH
Reference Librarian
San Antonio College
San Antonio, Texas
TEXAS
[A/V cataloging; General Reference; member of ALA, TLA, and AECT.]

ROBERTO URZUA, JR.
Librarian I
Texas Aeronautics Commission
Austin, Texas
TEXAS
[member of Texas Library Association.]

OLIVIA L. VENABLE
Branch Librarian
Norfolk Public Library
Norfolk, Virginia
VIRGINIA
[member of Virginia Librarian Association, J.M.R.T. of Virginia Librarian Association.]

ERNEST WAGNER
College Library Director
College of the Virgin Islands
Charlotte Amalie
St. Thomas, Virgin Islands
[member of Association of Caribbean University and Research Libraries (member of Board of Directors, 1976: member of ALA; member of Governor's Advisory Council on Libraries (Virgin Islands).]

LINDA WILL
Branch Librarian
El Paso Public Library
El Paso, Texas
TEXAS
[member of Texas Library Association (Public Library Division, Junior Members Roundtable), Border Regional Library Association (Continuing Education Committee Chairman for Cultural-Intercultural Committee, Southwest Library Association (Continuing Education Committee); HEA Title II-B funded "Institute of Humanities Based Programming in Libraries-Austin, October 1975; Texas State Library sponsored Workshop on "Management Skills for Women" - El Paso, May, 1976.]

DOROTHY JEAN WILSON
Instructor-Assistant-Librarian
Special Collection Department
Prairie View A&M University
Prairie View, Texas
TEXAS
[member of Texas Library Association.]

FACILITIES AND RESOURCES

Participants and trainers (consultants) were housed at Jester Hall on the campus of the University of Texas at Austin. Classroom and small group meeting rooms were provided by Jester Hall; but when these proved unsuitable, space was quickly acquired at the Catholic Student Center and the Institute was transferred to that location for the duration of the Institute. The new space provided two classrooms and a small seminar room. Although the small group meeting space was not adequate, the Catholic Student Center was a great improvement over the Jester Hall facilities. Difficulty in locating space for large and small group meetings further illustrates the needs for meeting hall facilities designed to accomodate experiential learning needs and requirements.

LIBRARY SCHOOL FACILITIES AND RESOURCES

Facilities

In January, 1973, the Graduate School of Library Science moved into quarters on the fourth floor of the newly completed Harry Ransom Center (HRC), where it occupies approximately 26,000 square feet of floor space. All facilities except the Library are controlled by the School, and except for some few daytime hours when the auditorium classroom is utilized by outside classes, the quarters are intended solely for the use of the School.

Library School Library

The Library School Library, a branch of the General Libraries, is located on the fourth floor of the Harry Ransom Center adjacent to offices and classrooms of the School. It occupies 12,387 square feet of space and provides 165 reader seats, 34 of which are at individual carrels. Opening

off the main reading room of the Library are the librarian's office, a work room, two conference rooms, a typing room, a microform reading alcove, and a separate room which houses the closed stacks containing unbound reports, handbooks and manuals, and non-circulating books in the historical collection.

Library and Materials Collections of Parent Institution

The library and materials collections areas of the parent institution consist of 29 public service points located throughout the campus.

The collection and reader service areas of the University library system cover 686,142 square feet. The volume capacity is 4,519,500, and the number of reader seats is 5,853. The age of the buildings housing the libraries and collections ranges from three months to forty years.

Construction was begun in Fall 1974 on a new Humanities-Social Science Library building that will contain 490,000 square feet--space for at least two and a half million volumes, and seating for at least 2,500 readers.

Library and Materials Collections

Volume counts of the library and other materials collections available to students, faculty, and alumni of the Library School as of Fall 1974 are shown below:

QUANTITY AND LOCATIONS OF MATERIALS COLLECTIONS USED BY STUDENTS, FACULTY, AND ALUMNI OF GSLS

Collection	Quantity
Parent institution library (29 locations)	3,475,840
Library science collection (HRC 4.106), is comprised of:	
Monographs and serials	22,271

Collection	Quantity
Practice cataloging collection (including audio-visual items)	5,160
Microforms	700
Filmstrips	52
Phonotapes, cassettes	65
Vertical file	2 cabinets
Current library and information science periodicals	469
Uncataloged files of library reports, handbooks and staff manuals	
Y Collection (Undergraduate Library)	
Juvenile and young adult fiction and nonfiction	7,277

EVALUATION OF INSTITUTE

The evaluation of the Institute was an on-going part of the program. Evaluation was conducted under the direction of Dr. Al Smith, Director of the Communication Research Center, University of Texas at Austin, by Mr. Pat Nester of the Center.

The evaluation procedures centered around the objectives of the Institute, and were operationalized through several techniques, including direct observation by the evaluator, interviews, and specially designed questionnaires and instruments.

Prior to the Institute the evaluator agreed to:

1. Meet with the instructional team two days prior to the start of the Institute for planning and coordination purposes. At this meeting, the exact role of the evaluator as related to his participation in the Institute was agreed upon. Mr. Nestor,

the evaluator, chose to become a participant in group activities.

2. Plan for periodic and varied evaluation procedures at appropriate intervals throughout the institute.
3. Select, plan, and administer in consultation with the director and trainers, all evaluation techniques, including printed forms and interviews.
4. Give results of evaluations to participants, teaching team, and director throughout the institute.
5. Plan and administer one summative evaluation session at the end of the institute.
6. Write and deliver to the director of the institute, not later than six weeks after the conclusion of the institute, a detailed, written evaluation of the institute.

Summative Evaluation Form

Please take a moment to note the strengths and weaknesses of the workshop. Please evaluate each item. Be as specific as possible. All your responses will be kept strictly anonymous.

Answer Scale for First 4 Questions

1	2	3	4	5
Poor	Fair	OK	Good	Excellent

_____1. Housing, meals, and transportation accomodations.

_____2. Meeting rooms at the Catholic Student Center.

_____3. Were the meeting facilities adequate for one-to-one and small group interactions? Why or why not?

_____4. Was the schedule of activities at the workshop satisfactory?

5. What were the effects on the workshop of some of the participants staying in Jester Hall and others not staying there?

6. Had you ever been to a workshop like this one before? If so, briefly describe and compare it to this one.

7. Was the pre-workshop information you received adequate:

   (1) to arrange leave time and transportation?

   (2) to describe the nature of the workshop?

8. Would you have come to this workshop if you had known beforehand what it would be like? Why or why not?

9. Was there a great enough diversity of ethnic/racial groups?

10. How did the range of ages contribute to the effectiveness of the workshop?

11. Was there an appropriate balance of men and women at the workshop?

12. How did after hours relationships with other participants effect the workshop?

13. Being as specific about observed behaviors, as possible, please identify up to 2 strengths and 2 weaknesses of:

    Miguel:

    Ted:

    Mary:

14. Please evaluate the trainers as a teaching team.

15. How effectively did the trainers deal with interpersonal conflict in the workshop?

16. What was the effect of the presence of the evaluator (Pat Nester) in workshop sessions?

17. What was the most profound effect of the workshop on you?

18. Were issues pertaining to professional librarianship adequately dealt with?

19. Would you recommend a workshop like this one to a colleague? Why or Why not?

20. What sort of person would be most benefited by this kind of workshop?

21. Identify and evaluate the ways in which the workshop dealt with intercultural communication.

22. For you, how important was the trainer's concern for confidentiality of participant responses?

23. What would you emphasize and/or change were you to conduct a workshop like this?

24. How have you found the workshop manual valuable?

25. What changes would you make in the workshop manual?

26. How successful an exercise was the library field trip? Why?

27. What are the advantages of experiential learning?

28. What are the disadvantages?

29. How were the "communication skills sessions? Beneficial?

30. Please assess the quality and impact of the caucus group's presentation's (first week).

31. Please assess the quality and impact of the participant "workshop" group's presentation (last day).

32. What role did you see Bernie Lukenbill playing in the workshop?

33. How effective was he in this role?

34. What were the advantages and disadvantages of having some of the trainers from other disciplines?

35. What was the single most powerful exercise/experience of the workshop? The weakest?

36. Did the trainers appear flexible and responsive to the needs of the participants?

Other Comments?

Another evaluation form used was the "Workshop Evaluation Scale" developed by Earl McCallon, Ph.D. The McCallon form is under copyright protection and cannot be reproduced.

The following chart was developed for the outside evaluator to use in observing the teaching structure of the Institute relative to the stated objectives and goals of the Institute.

GOALS FOR WORKSHOP

GOAL	DATE	DEMONSTRATION
II. 1. A. Gain competencies in recognizing and analyzing such factors in intercultural communications as verbal and non-verbal behavior	Monday, June 7 3 PM	
B. Gain competencies in recognizing and analyzing cross-cultural differences in values, perceptions, life assumptions, and personal and group identity.	Tuesday, June 8 9-12	
2. A. Improve personal behavior patterns	Friday, June 11 11-1:15	
B. Improve individual work situations	Friday, June 11 9-10:30	
3. A. Evaluate the applicability of principles and theories of intercultural communication processes to both formal and inservice educational needs of library staff members and library school students	Tuesday, June 15 1-3:30	
B. Develop and critique methods and models suitable both for the inservice training of typical library staffs in intercultural processes and for formal graduate-level instructional modules	Friday, June 18 all day	

SUB GOALS FOR WORKSHOP

SUB GOAL	DATE	DEMONSTRATION
Days 1 - 4		
1. Recognize, define, and analyze verbal or non-verbal behavior in intercultural communications	Monday, June 6 2-3 3-4	
2. Recognize, define, analyze, and differentiate between cross-cultural value systems	Wednesday, June 9 1 p.m. & Tuesday, June 8 1-4:30	
3. Recognize, define and analyze the influences of culture on perceptual bases and life assumptions	Tuesday, June 8 9-12	
4. Recognize, define, and analyze the dynamics of and group identification processes on intercultural communication patterns	Thursday, June 10 9-5	
Days 5 - 10		
1. Examine their own personal assumptions about intercultural communications	Monday, June 14 9-11:30 & Monday, June 7 7-9:30 3-4	

SUB GOALS FOR WORKSHOP (CON'T)

SUB GOAL	DATE	DEMONSTRATION
2. Explore alternative assumptions for their own intercultural behavior	Debrief: Wednesday, June 9 9-10:30, 3-3:30, 9-10 also Tuesday, June 15 9-10:30	
3. Diagnose their own strengths and weaknesses about their intercultural behavior patterns	Friday, June 11 11-1:15 Monday, June 14 2-3:30 T groups	
4. Specify goals and design a plan for personal change in intercultural communication behavior	Friday, June 11 11-1:15 Monday, June 14 2-3:30 T groups	
Days 11-14		
1. Discuss and debate the use of and limitations of intercultural processes instruction in inservice and formal library education programs	Wednesday, June 16 3-4:30 Friday, June 18 all day	

SUB GOALS FOR WORKSHOP (CON'T)

SUB GOAL	DATE	DEMONSTRATION
Days 11 - 14		
2. Analyze the intercultural communication processes learning needs of inservice librarians as well as library science students	Wednesday, June 16 3-4:30	
3. Differentiate between appropriate and inappropriate subject content and teaching technique in designing intercultural instructional models	Friday, June 18 all day	
4. Design and evaluate intercultural processes and instructional models for both inservice training and formal library education programs	Friday, June 18 all day	
5. Organize and present demonstrations of intercultural processes teaching models	Friday, June 18 all day	
6. Give and receive feedback regarding the design and execution of intercultural processes teaching models	Friday, June 18 all day	

PUBLICITY

News releases concerning the Institute were written and sent to all major library publications in the Fall of 1975. These publications included Wilson Library Bulletin, American Libraries, Library Journal and School Library Journal. In addition, news releases were sent to selected state and regional library publications. (see page 56)

An Institute brochure was also developed and mailed to selected sources including all library schools and all state departments of education. The extensive mailing list of the Graduate School of Library Science at the University of Texas at Austin was also used. All major libraries in the Southwest were also mailed brochures.

UT NEWS

THE UNIVERSITY OF TEXAS AT AUSTIN
News & Information Service · Director: Amy Jo Long
Box Z, University Station, Austin, Texas 78712 Area Code 512 · 471-3151

Contact: Jo Ann Bardin
Subject: Librarians' Institute

RELEASE ON RECEIPT

AUSTIN, Texas (Spl.)--Dr. W. B. Lukenbill, assistant professor of library science at The University of Texas, has received a $36,000 grant from the U.S. Office of Education to conduct an institute for professional librarians next summer.

The grant will be administered through the UT Graduate School of Library Science.

The institute, which will meet June 6-19, 1976, at UT Austin, will be designed for 30 practicing librarians and library educators from across the country.

"The purpose of the institute is to help the librarians understand intercultural communication processes and strategies to apply to teaching and library work situations," Dr. Lukenbill explains. "The participants will represent varied minority and majority groups. To be eligible for the institute applicants must be employed librarians or library educators with appropriate credentials."

For further information and application forms, write Dr. Lukenbill, Graduate School of Library Science, The University of Texas, P.O. Box 7576, Austin, Texas 78712.

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THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712

Graduate School of Library Science
Box 7576, University Station

November 16, 1975

Please let this brief note serve to let you know that we have received your application for our institution on intercultural communication processes in libraries to be held at the University of Texas June 6-19, 1976. You should be notified as to your selection in April, 1976.

Thank you again for your interest in the institute.

Sincerely,

W. B. Lukenbill
Institute Director

THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712

Graduate School of Library Science
Box 7576, University Station

Dear

We are happy to inform you that you application for participation in the Intercultural Communication in Libraries Institute has been approved. The Institute is scheduled to run from June 6 to June 19, 1976 on the campus of the University of Texas at Austin.

We would appreciate receiving notification as to whether or not you will be able to participate in this Institute by May 1. You may do this by completing and returning the attached form to me by that date.

The first general session will begin after dinner on the evening of June 6. The attached pages provide information as to accomodations, travel, and a tentative program agenda.

We look forward to having you as a participant in this workshop, and if you have any questions please do not hesitate to contact me.

Sincerely yours,

W. B. Lukenbill
Institute Director

THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS 78712

Graduate School of Library Science
Box 7376, University Station

Dear

We are sorry to tell you that we are not able to provide a place for you in our "Intercultural Communications in Libraries Institute" scheduled for June 6-19, 1976, at the University of Texas at Austin. We had a great many applications and it was necessary to make selections which would insure broad representation in terms of race, geographic location, and type of library experience.

It is highly likely that not all the accepted applicants will elect to participate in this Institute. Should this occur we may be able to offer you a place in the Institute at a later date. Should you wish to be reconsidered in terms of this contingency, pleas let me know as soon as possible. I am enclosing accomodation and travel information for your consideration.

Thank you again for your interest in our institute.

Sincerely,

W. B. Lukenbill
Institute Director

University of Texas at Austin

Graduate School of Library Science

HEA Title II-B Institute Information

June 6-19, 1976

Information Sheet

Sessions

All sessions will be held in Jester Hall on the University of Texas campus at Austin. Room assignment will be announced later.

University Library Cards

Temporary University Library Borrower's Cards will be issued to all Institute participants, giving them full use of the University Library, which includes the Library Science Library, fourth floor, Harry Ransom Humanities Research Center (HRC).

Administrative Assistant

An Institute Administrative Assistant will be available during Institute hours to provide assistance to participants when needed.

Transportation

Austin is served by several airlines as well as by Amtrak. Taxi service is readily available between the airport and the University for a fee of approximately $3.00.

Housing

All participants are urged to seek room and board accomodations in Jester Hall on the University campus. Arrangements have been made so that all participants will be housed in the same general area for most meals and Institute sessions. Double accomodations are 182.87. Single accomodations are $212.12. Payment may be made at check-in time. Both these rates include 20 meals per week (no Sunday dinner), bed linens, pillow, towel and wash cloth, soap, daily towel and wash cloth exchange, clean bed linens and maid service every third day (meals begin with the noon meal on Sunday, June 6, and end with lunch on Saturday, June 19).

Accomodation

Jester Hall is conveniently located in the heart of the campus near the Main Library, the Graduate School of Library Science, banks, shopping, and bus lines with access to the downtown area. Arrangements have been made for participants to cash personal checks at the University Bank. Participants need to see Ms. Katherine Bracett of the banking staff for clearance.

Parking	University student parking permits will be issued to participants bringing their own vehicles. The number of parking places available is extremely limited, however.
Credit Cards	Most establishments in Austin accept Bank Americard and Master Charge. Some accept Diners Club, Carte Blanche, and American Express.
Stipends	The Institute stipend of $150 plus $15 per dependent will be issued to participants as soon as possible, and hopefully on the first day of the Institute. All Participants are responsible for room and board payment individually. All materials, fees, etc., will be furnished as part of the Institute at no cost to participants.
Facilities	Medical, police, etc., facilities are available on campus for emergency purposes.
Clothing	Austin in the summer can be hot. For Institute sessions, flexible and comfortable summer clothing is suggested. A light sweater or coat for indoor air conditioning is also suggested. Swim wear may come in handy too!

First Day Agenda, June 6, 1976

9 - 12 a.m.	Arrival and Check-In
12 - 1 p.m.	Lunch, Jester Hall
1 - 5 p.m.	Arrival and Check-In
5 - 7 p.m.	Dinner (to be arranged)
7 - 10 p.m.	First general session - Orientation

To: Participants, Intercultural Communication

From: W. B. Lukenbill, Institute Director

Re: Miscellaneous Information

I should like to take this means of reminding you of some important bits of information about the upcoming Institute.

1. The inclusive dates are June 6-19, 1976.

2. The Assistant Director and I will be on hand in Jester Hall beginning at 9:00 a.m., June 6, to meet and help you with accomodations. On June 6 lunch will be served in Jester Hall as part of your room and board package. However, Sunday dinner will not be provided. We shall try to make arrangements with a near-by restaurant to accomodate us as a group for "Dutch-treat" dinner.

   The room and board package does not include dinner or overnight accomodations for June 19. However, if travel arrangements require you to stay over until June 20, room and board accomodations can be easily made. It is not necessary to book this space until after you arrive and determine your needs. Single nightly rates are $9, and double rates are $7.50. Please refer to your information sheet mailed to you earlier for more information about room and board accomodations.

   We had hoped to be able to meet you at the airport, but lacking suitable transportation facilities, we will not be able to do so. However, adequate taxis will be available at the airport. As Austin's airport is near the University, taxi cost should be moderate ($3-$5).

3. The first general session will begin at 7 p.m. on June 6 in Room A078 of Jester Hall.

4. The teaching team for the Institute will consist of:

   Dr. Mary Margaret Leonard
   Counseling Center, University of Maryland

   Dr. Miguel Mendiville
   College of Library and Information Services,
   University of Maryland, College Park, Md.

   Mr. Herman (Ted) Thompson
   International Students' Advisors Office,
   University of Minnesota

5. As stated in the Announcement brochure, the program for the Institute will emphasize the theory and practice of intercultural communication processes in library environments.

Processes to be considered include:

Verbal and non-verbal behavior
Value and perceptual differences among minority cultures
Life assumptions
Group identification

Teaching methodologies will be varied, involving experience-based laboratory activities, mini-lectures, assigned readings, projects, discussions, group-work, and simulations.

For those of you who want to do some preparatory reading, the book An Introduction to Intercultural Communication by John C. London and Fathi S. Yousef (Bobbs-Merrill, 1975) is suggested.

We look forward to seeing you in Austin!